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ABSTRACT

The Atlanta public schools, Federal and state assistance, and community services provided the following resources for Walden School's instructional program: The Instructional Assistance Program provided a team comprising a lead teacher, a language arts teacher, a social studies teacher, a foreign language teacher, a mathematics teacher, a science teacher, a media specialist, a Spanish speaking assistant teacher and a typist working under the leadership of the Coordinator of Foreign Languages to develop a perfect multi-media learning activity packets designed around a core curriculum. A Dynamics and Influences of Culture and Environment Program was funded by the Instructional Assistance Program for the second year. The Spanish speaking assistant teacher was a participant in the Career Opportunities Program. Through the Title I Program, funded under the 1965 Elementary Secondary Education Act, a lead teacher, a reading teacher, and six instructional aides worked with first through third year pupils to improve the instructional program with emphasis on reading and English. The Teacher Corps Program provided two teams, each consisting of two lead teachers, eight senior teachers, and 18 paraprofessionals to work with the first and second year pupils. The Program for Education and Career Exploration was a guidance program that provided experiences for second and/or third year pupils that would enable them to make realistic educational and career choices at future major decision points. (Author/JM)

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RESEARCH AND DEVELOPMENT REPORT

VOL. VII, NO. 9 September, 1973

ORGANIZING FOR PRESCRIPTIVE TEACHING: AN INSTRUCTIONAL MANAGEMENT SYSTEM FOR TEACHING ALL CHILDREN

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I. INTRODUCTION

The Austin T. Walden Middle School was named for Judge Austin T. Walden. Judge Walden held offices of great importance including Board President of the Butler Street YMCA, co-chairman of the Atlanta Summit Leadership Conference, Associate Judge in the Atlanta Municipal and Traffic Courts, and was appointed as a member of the American Battle Monuments Commission by President John F. Kennedy in September, 1961. The many other honors that were bestowed upon Judge Walden would make a long list; therefore, his social, political, and civic contributions should serve as an inspiration to the pupils and faculty of Walden Middle School.

II. RATIONALE

The site for Austin T. Walden Middle School was selected for use by the Atlanta Public Schools in cooperation with the City Planning Department during the early stages of the Butler Urban Renewal Area. The other schools in the immediate area were crowded and the new Wheat Street Garden Apartments promised to increase their enrollments.

Groundbreaking for Walden took place on August 22, 1969, and the school was completed on December 16, 1970. Consequently, the first group of pupils occupied Walden on March 23, 1971.

The basic philosophy of Walden Middle School is that the school is for children, and child-centeredness should guide all decisions. Therefore, Walden Middle School attempts to meet the needs of the child, as he emerges from childhood to adolescence, by providing experiences and counseling in a threat-free, success oriented, nongraded organization. Since Walden Middle School has a nongraded program, after a pupil completes the fifth grade in an elementary school, he enters Walden as a first year pupil. The pupil who would be a seventh gra[illegible]n some schools is designated as a second year pupil and the eighth grade pupil becomes a third year pupil. Hopefully, this allows progression suited to the child's interests, needs, and abilities.

In keeping with this philosophy, it was decided by the principal and faculty of Walden Middle School that for the 1972-73 school

year a careful study should be made to assess pupil and faculty needs. The "Effective? Acceptable" Study published by the Division of Research and Development for the 1971-72 school year was carefully studied to determine the weaknesses of pupils and plans were made for raising the achievement levels of pupils. Accordingly, it was decided that much inservice training needed to be planned to acquaint the teachers with the individualized instructional process for the middle school child. Also needs for flexible scheduling and a determination of the needed academic skills for each child were deemed of utmost importance.

Supporting Services

The regular budget of the Atlanta Public Schools, federal and state assistance, and community services provided the following resources for the instructional program at A. T. Walden Middle School:

A. Instructional Assistance Program

A team consisting of a lead teacher (project assistant), a language arts teacher, a social studies teacher, a foreign language teacher, a mathematics teacher, a science teacher, a media specialist, a Spanish speaking assistant teacher, and a typist worked under the leadership of the Coordinator of Foreign Languages to develop and perfect multi-media learning activity packets designed around a core curriculum.

The focus of the Dynamics and Influences of Culture and Environment Program (DICEP) funded by the Instructional Assistance Program (IAP) for the second year was to continue the following: (1) develop lasting materials that provide a more integrated learning experience for the pupil from the inner city; (2) provide, for the pupil, insight into his own language by introducing him to another culture and its language; (3) develop within the pupil an appreciation of learning and school; (4) develop within the pupil a healthy self-attitude; (5) provide opportunities for successful learning experiences; (6) create some situation/experiences which lead the pupil to make appropriate decisions; and (7) find ways of effectively using audio-visual equipment for individual learning experiences.

B. Career Opportunities Program

The Spanish speaking assistant teacher in the Instructional Assistance Program (IAP) was a participant in the Career Opportunities Program (COP). The Career Opportunities Program is a training program, and its participants are enrolled in accredited college courses leading toward professional certification.

C. Title I Program

Since 81 per cent of the pupils enrolled in Walden were from families whose incomes were $2,000 or less, it qualified as a Title I school. Through the Title I Program, a lead teacher, a reading teacher, and six instructional aides worked with the first, second, and third year pupils to improve the instructional program with emphasis on reading and English.

The primary objective was to improve the reading competencies of educationally deprived pupils. To achieve this objective, tutorial and/or individualized instruction was provided for pupils who were extremely limited in basic reading skills.

D. Teacher Corps

The Teacher Corps Program at Walden provided two teams, Cycle VI and Cycle VII. The two teams consisted of two lead teachers, eight senior teachers, and eighteen paraprofessionals to work with the first and second year pupils. There were six graduate students and twelve college seniors included in the paraprofessional group.

The purpose of the program was to train an instructional team to use competency-based education in the inner-city schools by planning and executing activities according to pupils' needs. Also, the Teacher Corps team sponsored community activities and made the pupils' learning experiences more relevant to the community.

E. The Program for Education and Career Exploration

The Program for Education and Career Exploration (PECE) was a guidance program that provided experiences for second and/or third year pupils that would enable

them to make realistic educational and career choices at future major decision points. Accordingly, the major purposes of the program were (1) to initiate the process of the pupil becoming able to understand himself, his interest, and his role as a worker in today's world; (2) to provide experiences for the pupil in the working community which will broaden his occupational knowledge; and (3) to help the pupil recognize the relationship between the school curriculum, occupational opportunities, and his individual characteristics.

F. General Funds

A counselor provided services in the following areas: (1) counseling, (2) individual pupil inventory, (3) orientation, (4) evaluation, (5) research, and (6) record keeping.

III. NEEDS OF THE PUPILS

The cooperative efforts of all personnel involved in the programs at Walden were essential in meeting the needs of the pupils; therefore, personnel of the different programs were asked to assist in determining the needs of the pupils in order to plan an improved instructional program. It was ascertained that the pupils needed the following:

A. A more flexible, individualized instructional program.

B. Improvement in attitudes and values toward school, self, other individuals, home, and community.

C. Development of greater independence in work habits.

D. Extensive remedial assistance in the basic skill subjects.

E. Development of an appreciation for cultures different from their own.

F. Development of an awareness to and ability to imitate the sounds of a foreign language to provide insight into his own language.

G. Development of a greater respect for physical facilities and the care of them.

H. Development of an awareness of career opportunities.

I. Acquisition of a realistic understanding of their abilities, interests, and aptitudes.

J. Acquisition of a wholesome attitude towards learning in school.

IV. NEEDS OF THE STAFF

The Staff Inservice Committee determined the following to be the needs of the staff:

A. To understand the characteristics and needs of the middle school child and the implications for an effective instructional program.

B. To understand the instructional strategies and the process of an individualized program.

C. To understand the interpersonal relationships among teachers and pupils and their affect on the instructional program.

V. GOALS OF THE INSTRUCTIONAL PROGRAM

The following goals were formulated by the personnel in the program at Walden Middle School:

A. To provide appropriate and meaningful learning experiences consistent with pupil performance.

B. To utilize multi-faceted and multi-sensory approaches to learning.

C. To guide the pupil to achieve self-understanding and an understanding of others.

D. To provide ways for improvement by the pupils in communication skills.

E. To provide a concentrated reading and mathematics program.

F. To provide opportunities for successful, realistic learning experiences.

G. To provide opportunities for development of wholesome attitudes towards school work.

H. To guide the pupil to appreciate cultures different from his own.

I. To provide opportunities to study a foreign language.

J. To provide opportunities for pupils to understand the developing self, needs, interests, and attitudes through full utilization of a guidance and counseling oriented staff and resource persons.

K. To provide opportunities for exploration in career opportunities.

VI. GOALS FOR THE STAFF

The following goals were formulated by the Staff Inservice Committee:

A. To provide inservice training for the teachers at Walden that would help teachers understand the needs and interests of the middle school child.

B. To provide inservice training to develop the process for an individualized program.

C. To provide inservice training for an understanding of interpersonal relationships.

VII. OBJECTIVES FOR PUPILS

The objectives for an improved instructional program as formulated by the principal and staff included the following:

A. The pupils will exhibit an improvement in attitude, by working cooperatively with teachers and other pupils, observed by the teachers.

B. Given a criterion-referenced test, the pupils in the Instructional Assistance Program (IAP) will show gains significant at the .05 level when compared with pupils in a control group.

C. The Instructional Assistance Program (IAP) pupils will show a month's gain for a month in the program between the pretest and the posttest of the Iowa Tests of Basic Skills (ITBS) on reading comprehension. These gains will be greater than those of the control group.

D. The Dynamics and Influences of Culture and Environment Project (DICEP) pupils in the Instructional Assistance Program (IAP) will show a more positive rating on the Student Attitude Scale than those on the control team.

E. The teachers in the Instructional Assistance Program (IAP) will rate their pupils more positively than will the teachers of the control group. This will be determined by the Florida Key.

F. The majority of Instructional Assistance Program (IAP) teachers and pupils will show positive ratings on the Teacher's Evaluation Scale of Dyanmics and Influences of Culture and Environment Project (DICEP) and on the Student's Evaluation Scale of DICEP.

G. The pupils in Title I will show at least one month's gain for each month in the program as measured between the pretest and posttest on the Metropolitan Achievement Tests (MAT).

H. The Teacher Corps team will strengthen the educational opportunities for children from low socio-economic backgrounds by developing curricula and materials more appropriate to the needs and interests of pupils.

I. The Teacher Corps team will incorporate into the elementary program the individualization process which interns will use in teaching pupils as they field test new curriculum.

J. The pupils in Title I and Teacher Corps will show a gain of at least one month for each month in the program, between the pretest and posttest in reading comprehension, as measured by the Stanford Diagnostic Reading Test (Levels I and II). Form I was administered to pupils reading on third grade level and below. Form II was given to those reading on fourth grade or above.

K. The first and second year pupils at Walden Middle School will show an index of effectiveness of at least 75 per cent in reading and mathematics as shown in the "Effective? Acceptable" study conducted by the Division of Research and Development for the 1972-73, based on the Iowa Tests of Basic Skills (ITBS).

L. The pupils in the Program for Education and Career Exploration (PECE) will accomplish the following:

1. Begin to recognize and identify characteristics about himself that will help him to realize his full life's potential.

2. Understand the educational requirements for the various career clusters.

3. Develop abilities in making realistic decisions about future education and career plans.

VIII. OBJECTIVES OF STAFF

In keeping with the stated needs and goals of the staff, the following objectives were formulated:

A. The staff members will recognize the skills to be taught to the pupils and demonstrate this recognition by developing a pupil profile sheet.

B. The staff members will
of the middle school chill show an improvement in understanding
in the program as reflechild and the interpersonal relationships
improvement in attitudesflected in pupil achievement and
des.

C. The staff members will
training programs by rall demonstrate the value of the inservice
responding to a rating scale.

IX. VA
VARIABLES

The variables to be treated
ed in the program were:

A. Achievement

1. In reading.

2. In mathematics.

3. In social studies co
Program).
concepts (Instructional Assistance

B. Attitude

1. Toward self.

2. Toward school.

3. Toward other peop
ple.

C. Community involvement
nt.

D. Career opportunities.

E. Change of teachers' att
pupils.
ttitudes towards one another and

F. Increased knowledge o
of the needs and characteristics
of the middle school c
child by teachers.

X. MANAGEMENT AND CONTROL

Many people had important roles in the instructional program at Walden Middle School. Among many tasks, the principal helped to identify the special instructional needs of pupils and professional needs of the staff. The principal, also, planned cooperatively with the staff to design a program that promoted the total growth of pupils and the professional growth of the staff members. The assistant principal, as the name implies, assisted the principal. One of his roles was that of dealing with discipline problems.

Others who worked more directly with instructing pupils included the Area III resource teachers, the lead teachers, the teachers, a counselor, and paraprofessionals. The resource teachers assisted with the program as needed. The lead teachers served in their designated roles of leadership for implementing the instructional program in the school. Each lead teacher performed duties towards the accomplishment of objectives specified for the total school program.

In the classrooms, the teachers diagnosed the needs of the pupils and planned programs and activities in order to meet the special needs of the pupils. They implemented these plans through the instructional program. The educational aides assisted the teachers according to the specific program in which they were working.

Since the great thrust for the 1972-73 school year was on inservice training, a committee called the Staff Inservice Committee was organized consisting of the principal, lead teachers, team coordinators (department chairman), one representative from the exploratory classes, and the counselor. They were provided supporting services by the Teacher Corps Central Staff, the Elementary Revision Committee, and the Area III Staff.

The Staff Inservice Committee met and planned the inservice training for the year always keeping in mind that the main long range goal was to increase teacher effectiveness and, therefore, provide an effective program for pupils and move them towards the acceptable national norms. The committee was concerned that the teachers should (1) speak a common language when they talked about the individualization of instruction, (2) apply the identified process to the program, (3) develop human relationships conducive to a good instructional program (including the teachers'

understanding of their own feelings), and (4) understand the characteristics of the middle school child and what implications these characteristics had for an effective instructional program.

The Staff Inservice Committee did not plan the inservice training for teachers without the teachers' help. Actually, the main ideas for inservice training came from teachers. There was a "brain-storming session" in which teachers listed their needs and weaknesses. Afterwards, the teachers were given a compilation of the needs and weaknesses in the form of a checklist and were asked to rank the topics in priority order on which they believed they needed the most help. The committee used this list in planning the inservice training. As indicated previously, the teachers' main concerns were those of understanding the nature and needs of the middle school child, and applying the process of individualized instruction.

Included in the inservice activities held twice a month were consultant services from Dr. Ann McCain, Georgia State University. Of course, each staff member decided in which of the planned activities he would participate (according to his needs). Thus, the teachers had an individualized inservice training program, within groups, with each group sharing their accomplishments with those persons who might have some interest in an area different from the one upon which he concentrated.

Since it was the decision of the Staff Inservice Committee that the teachers should know the skills which a pupil would be expected to learn, the teacher's guide of the Iowa Tests of Basic Skills (ITBS) was reviewed, along with textbook manuals, to ascertain what an individual pupil should learn in each subject area for each year spent at Walden Middle School. Accordingly, a profile sheet was developed by the teaching staff, for the teacher to check as each pupil mastered a skill. The profile sheet was designed for use with a pupil during the three year period of time in the nongraded program. Along with the profile sheet was a checklist sheet for the teacher to use daily as each child did or did not master each skill. The final mastery was then indicated on the profile sheet. An example of the profile sheet, for one subject, is included in the Appendix. Also, the scheduling was carefully studied and a workable, flexible schedule was planned.

XI. PROCESS

In order to accomplish the stated objectives, the pupils were involved in the following activities:

Instructional Assistance Program

The Dynamics and Influences of Culture and Environment Project (DICEP) was funded by the Instructional Assistance Program (IAP). The title, Dynamics and Influences of Culture and Environment Project, usually shortened to DICEP, stems from the belief that curriculum for the "between" years should focus on helping the child to understand himself and others. Important aims of the curriculum include helping him learn to interact dynamically with his environment, and to relate what can be perceived in the immediate environment to a level of making hypotheses and dealing with abstractions.

Through content derived from the human sciences the pupil moves from his own environment, observing, comparing, and contrasting through a framework of concepts and values. Language arts and mathematics activities are woven in and deal with content which evolves from the human sciences, but with objectives reflecting goals of skill improvement.

In its first year of operation DICEP achieved a high degree of success in meeting its objectives for children, in helping teachers feel success in working as members of a unified team, and in utilizing an open plan school to advantage.

The DICEP team continued for the second year to develop and field test middle school core curriculum at the A. T. Walden Middle School close to the heart of downtown Atlanta, Georgia. With common problems, needs, and interests of the merging adolescent serving as a focus, integrated material drawn from language arts, mathematics, science, and social science assumed greater meaning for the learner. Pupils were directed primarily through learning activity packets. Thus, the teacher was freed much of the time to give guidance and help to individual children.

Guiding objectives of the DICEP program, facilitating improved learning, for children included the following:

A. To offer the child options of what and how he learns.

B. To place emphasis on improving self-concept through daily success experiences for each child.

C. To make it possible for each child to work at his own developmental stage and learning rate.

D. To help the child to assume greater responsibility for his own learning and to gain greater independence in work habits.

E. To help the child to understand the decision-making process and to formulate a personal value system which will enable him to effectively employ this process.

F. To help the child to develop greater respect for physical facilities and to learn to care for them.

Component parts which were developed to implement the system are preliminary inservice modules for teachers and paraprofessionals, a teacher's resource packet for each unit, and pupils' core modules and skill packets. Multi-media presentations were prepared as an integral part of each component.

A team worked at the Walden Middle School on materials to accomplish these purposes. In addition to the project coordinator and assistant there were curriculum area specialists for language arts, social science, mathematics, science, Spanish, and media. A second member of the team was in Boulder, Colorado this year as a liaison with the Human Sciences project of Biological Sciences Curriculum Study (BSCS). Paraprofessionals were an assistant teacher and a secretary.

Extensive interdisciplinary team planning occurred before the development of each module. Ideas incorporated in materials were based on decisions of the entire group. In the pod where DICEP packets were being tried the regular teachers also gave feedback and suggestions which were considered in making revisions. The learning activity packet was designed to allow the pupil to work at his own pace and interest level. Starting with broader educational goals, specific objectives were formulated. A rationale helped the pupil understand the reason for a learning experience, and the behavioral objectives told him exactly what was expected of him and how he would be evaluated. The packet described a variety of activities from which the pupil selected the ones which best fitted his maturation and achievement level, style of learning, and interests.

In the core module the activities usually clustered around a central theme of particular interest to the emerging adolescent -- "Who am I?" "Why do I look and feel as I do?" "What makes people behave as they do?" On the basis of performance in core materials and of diagnostic instruments of interest, pupils were guided into appropriate placement in skill packets in reading, language usage, mathematics, Spanish, map skills, study skills, and equipment use.

In core modules and in skill packets many of the nonprint presentations were needed to implement learning packets for the slow reader. Also, richer multi-sensory experiences for all learners were developed. Audio cassettes, video tapes, audio flashcards, slides, filmstrips, and flip-charts were among those prepared to meet these needs.

Thus, in learning activity packets the pupils were directed in their learning experience by the printed word, by recordings, and through the assistance of other pupils. Because this freed the teacher much of the time from the usual role of directing activities in the classroom, he had time to give guidance and help to individual pupils.

In the teacher's resource packet were suggestions for classroom management with emphasis on flexible grouping, materials to be used in the unit, and group options for change-of-pace activities. Some suggested activities included peer tutoring, working in the media center, field trips, and self-expression through various art forms. Experiences such as a walking tour to the Capitol and trips to the airport and to Stone Mountain were utilized for examining the pupil's own community. This developed a basis for comparison with other cultures.

A variety of published science, social science, and mathematics programs were used as resources. The pupil's introduction to new material may have come from reading suggested references, from viewing a slide and tape presentation, from a varied third option, or he may have chosen all of these.

Based on the belief that communication skills have more meaning for the pupil when he can see them as useful in everyday life and as an integral part of all of his work in school, activities to develop listening, speaking, reading, and writing skills centered around the social science, science, and mathematics activities. Emphasis in English was on acquisition of formal language, discrimination of informal language, and consideration of appropriate uses for

each. A variety of machines helped make it possible to give the child several options for arriving at objectives. He may have chosen to meet a writing objective through a "Finish the Story," through free writing, or through a letter writing activity.

To show his comprehension and vocabulary development, he may have:

A. Recorded a tape.

B. Drawn a picture.

C. Worked with the dictionary.

D. Labeled pictures he had cut from old magazines.

E. Played a game of cards.

Whatever his objective might have been, the student was always given three or more options for getting there.

Language packets were designed to reinforce understanding of a pupil's native tongue; to give him insight into language as an important aspect of culture; and to give a basis for making an informed decision as to whether he has interest in and aptitude for foreign language study.

After their initial experience in these packets, pupils may have chosen to elect skill development in a foreign language. For their use, Spanish packets were developed.

To provide individualized and personalized instruction for the pupil was the goal of the project throughout the period of planning/developing/ implementing/and revising. This year there was increasing evidence:

A. That pupils have developed greater independence in work habits.

B. That they showed a more responsible attitude toward their own role in a learning situation and greater respect for physical facilities and the care of them.

C. That they increased in awareness and acceptance of cultures different from their own through understanding some basic concepts and values.

D. That they developed insight into their own language by being introduced to other languages.

E. That they showed greater achievement in the communication skills -- listening, speaking, reading, and writing.

F. But perhaps most important, there was growing evidence that many developed a more positive self-image.

One of the goals in DICEP was to complete packets of an inservice laboratory center for the sixth, seventh, and eighth grades. However, equally important was the creation of an inservice laboratory center where a teacher who would like to use the materials could come to work for a few days as a member of an established team before beginning to use them with a new team.

Title I

The Title I program consisted of a lead teacher, a full time reading teacher, and six instructional aides. The reading teacher joined the program on March 26, 1973.

In order to implement the guidelines of Title I, pupils reading below third grade level were selected from teams two, three, seven, and eight. The other teams were involved in research projects connected with other programs and did not wish to participate; however, five DICEP pupils did join the program. The pupils for the Title I program were selected according to their Metropolitan Achievement Tests scores, teacher evaluations, and the Stanford Diagnostic Reading Test.

The Plus Four Reading Booster was the basic program used, except in cases where the material proved to be too difficult. In the program two work books, teaching cassettes, sight word cards, assorted paperback books and testing materials were used. To supplement the Booster, the team used Science Research Associates (SRA), Barnell Loft Specific Skill Series Kit, controlled reader, Lippencott's "Reading With Phonics," Webster's Programmed Materials, the Ginn Word Enrichment Program, the auto flashcard machine, and games and instructional materials created by the team. These materials were used exclusively with the Title I pupils except for the SRA kit which was used in the other programs. The material was geared to individualized instruction according to the pupils' needs.

Behavior modification through the use of reinforcements was used with pupils as a reward for meeting instructional objectives

mutually set by the teacher and the pupils. Also, creative writing was used to develop communication skills. The pupils' writings were published in the school newspaper and books were made in which to keep the publications.

Teacher Corps

The Teacher Corps team, consisting of two lead teachers, eight senior teachers, and eighteen paraprofessionals provided many learning experiences for children. These activities were scheduled according to the pupils' needs. The needs were discussed daily in terms of strengths and weaknesses of the pupils. To meet the needs, the schedule was flexible. Some of the activities provided by the Teacher Corps team were the following: (1) more individualized instruction, (2) activities to improve reading skills, and (3) activities to improve self-image and self-concept.

There were two Parent Volunteer projects initiated by the Teacher Corps program. The Cycle VII Parent Volunteer project was an expansion of a Cycle VI project. The Corpsmen assisted a teacher or teachers in working with children, either in groups or individually, and in executing tasks which supported the teaching act. The tasks performed by the Corpsmen were duties that were geared toward professional training and were performed under the teacher's direct supervision. The Cycle VII project was slightly different in that parents were recruited and trained to be tutors and educational aides principally in the areas of reading and mathematics.

Program for Education and Career Exploration

The Program for Education and Career Exploration (PECE) at Walden Middle School provided one language arts teacher, one social studies teacher, and a lead teacher to coordinate the activities. As a part of the program, the pupils participated in an actual work role for a prearranged time period, usually two hours each week for each pupil. While working in a real job setting, such as in a bank or a motel, the pupil was allowed to carry out many of the actual tasks that regular employees perform. Through participation in live work settings, the pupils gained a firsthand view of what certain jobs are really like. Where the tasks were more difficult, the pupil observed and spent time in a one-to-one relationship with an employee discussing the job.

After the pupils worked in job settings, they were encouraged to describe their work activities and to share their feelings with other pupils. Through these discussions, the pupils were able to relate themselves to different kinds of work and begin to identify the many factors and decisions involved in choosing a job.

Guest speakers, films, filmstrips, tapes, occupational kits, and other resources were used in the PECE classroom. Pupils participated in activities which informed them of procedures for seeking employment and applying and interviewing for a job.

As one example of the actual participation and the enthusiasm of pupils in PECE one pupil wrote the following article in the school newspaper, Walden Speaks.

> I feel that the P.E.C.E. class is a wonderful class. I feel that the class will help a lot of people if they know what it is all about and it also helps you find out what you would like to be when you finish school and grow up. What it does is give you a chance to go to different jobs and see how their work is done. I think that the P.E.C.E. class has helped me to make up my mind about what I want to be when I finish school and that is a stewardess.
>
> We didn't go to the airport, but we had a stewardess (Miss Erlene Williams from Eastern Airlines whose hometown is Washington, D.C., and whose home base is here in Atlanta, Georgia) to come and talk to us about the job as a stewardess. When she had finished talking to us is when my mind was really made up, and it was not because of what she was wearing. She told team VII just what her work was all about in detail.
>
> The P.E.C.E. program of Education Career and Exploration class is a wonderful class. The activities that we are involved in are very helpful.

General Funds

As specified previously there was a counselor who worked with teachers and pupils. The emphasis throughout the school was on the group counseling aspect of the school's program so that a child could provide some input to teachers as to what was happening to him in this program. Teachers could use the information to recommend revision in the total school program.

Also, one of the teachers who served on a team in the three hour block served as the pupil's teacher counselor for thirty minutes during the day. The pupil had an opportunity to meet with the teacher and discuss his particular needs and how the school is meeting or not meeting his needs. If the school was not meeting the needs, there was a discussion as to how his needs might be met.

Additionally, the Staff Inservice Committee, which included the counselor, served as consultants to go into the classroom, when invited, to assist in solving problems and meeting individual and/or group pupil needs.

Implementation of the Total School Program

In order to implement the total school program, the following procedures were practiced:

A. After teachers had tested and diagnosed pupils, each pupil was given basal reader programmed reading and other materials on his level in order to experience success.

B. For grouping, the nongraded concept was implemented.

C. A master schedule was set by the principal, administrative council, and teams of teachers in cooperative planning.

D. Through cooperative planning, team activities were scheduled.

E. School-wide activities were scheduled through the office and announced in the weekly bulletin.

F. All out-of-school activities were cleared through the principal.

XII. SUPPLIES

The administrative and curriculum council, (consisting of the principal, lead teachers, team coordinators or department chairmen, one representative from the exploratory classes, and the counselor) allocated the funds for the instructional program. This council looked at each subject area and the instructional objectives for the year and each department was asked to submit a request for

funds to achieve these objectives. Then, the committee examined the requests keeping in mind the objectives. If requests exceeded the allocations given by the school system, the amounts were proportionally decreased to meet the initial amount given. Needs and objectives were definitely the criteria for allocation, and it was a staff decision.

As far as requisitioning supplies, each department chairman would receive orders from the teachers, according to what they wanted. A control system was established so that the council would always know how much money was on hand. Teachers were asked to order supplies at least every two months to insure an adequate supply. The orders were compiled by the department chairmen who gave them to the secretary for actually placing the orders.

All instructional supplies and equipment were distributed by the secretary except the books. The books and workbooks were distributed by the lead teachers. No teacher was denied a request for books.

XIII. EVALUATION

For purposes of evaluation, the following instruments were used:

A. Two criterion-referenced tests were given to the pupils in the Instructional Assistance Program (IAP) and to a control group for comparison of gains. One test was administered in December, 1972, and the other in May, 1973.

B. The Iowa Tests of Basic Skills (ITBS) (Form 5, Level 9) was administered as a pretest in October, 1972, and a posttest was given in May, 1973, mainly for the purpose of determining gains in reading comprehension. This was given to both IAP pupils and a control group.

C. The Student Attitude Scale was administered in February, 1973, to the Instructional Assistance Program pupils and a control group.

D. The Florida Key was given to the teachers, of Instructional Assistance Program pupils and those in the control group, for the purpose of rating how their pupils perceived themselves as learners. A sample of five pupils, selected by the statistician, was rated by each teacher.

E. A Teacher's Evaluation Scale and a Student's Evaluation Scale were given to the teachers and pupils in the Dynamics and Influences of Culture and Environment Project (DICEP) to get their evaluation of the program.

F. The Title I pupils were given the Metropolitan Achievement Tests (MAT) to determine gains between the pretest and the posttest.

G. The Title I and Teacher Corps pupils were given the Stanford Diagnostic Reading Test, pretest and posttest.

H. The Iowa Tests of Basic Skills (ITBS) was given to all pupils at Walden, during the spring of 1972.

I. The pupils involved in the Program for Education and Career Exploration (PECE) were given a Self-Analysis Inquiry and two rating scales concerned with occupations at the beginning of the school year. The same instruments were used, to get a comparison, at the end of the school year.

XIV. FINDINGS

To ascertain whether or not the stated objectives were met, each objective or pair of objectives will be treated separately.

Objectives for Pupils

Objective A

Did the pupils exhibit an improvement in attitude by working cooperatively with teachers and other pupils, as observed by the teachers?

According to the principal and teachers, who worked directly with pupils, the pupils showed a much improved attitude from the beginning of school in the fall until school closed in the spring.

This improvement was exhibited by pupils as they worked cooperatively with teachers and pupils. For example, the majority of pupils became more willing to share ideas and give assistance to other pupils with their work. Also, they showed a team spirit by working on various projects, such as a clean up campaign and a talent show, throughout the school year. Thus, there were many indications that Objective A was met by the majority of pupils.

Objective B

Did the Dynamics and Influences of Culture and Environment Project (DICEP) pupils in the Instructional Assistance Program (IAP) make gains significant at the .05 level on a criterion-referenced test when compared with pupils in a control group?

The first criterion-referenced test was administered in December, 1972, to an experimental (DICEP) and a control group of first year (sixth grade) pupils and to an experimental (DICEP) and control group of second year (seventh grade) pupils. For the first year pupils, the IQ scores were matched (since there was a large enough sample to use) for 29 pupils. It was found that the average score on the criterion-referenced test for the control group was 35.1 and for the experimental group (DICEP) 39.9. For the second year pupils, it was found that the control group had much higher scores on the Iowa Tests of Basic Skills (ITBS) and there was a correlation between the ITBS and the criterion-referenced test; therefore, an analysis of covariance was used to adjust the means in order to show how each group would have scored had all things been equal. It was found that there was no significant difference in the way the two groups scored on the ITBS and the criterion-referenced test, but the adjusted means were 47.6 for the control group and 48.9 for the experimental (DICEP) group. In other words, the experimental group scored higher when all things were equal, but not significantly higher.

A second criterion-referenced test was administered in May, 1973, to the previously mentioned four groups of pupils. An analysis of covariance was used to adjust the means to show how each group would have scored had IQ's been equal. For the first and second year pupils it was found that there were no statistically significant differences in the ways the groups performed on the criterion-referenced test. For the first year pupils, the adjusted mean for the control group was 12.92 and for the experimental (DICEP) group 13.29. For the second year pupils, the adjusted mean for the control group was 14.67 and for the experimental (DICEP) group 15.52.

It can be stated that the e
scored higher on both criterio
gains were not significant at t
not met as formulated.

xperimental groups of DICEP pupils
n-referenced tests; however, the
ne .05 level and the objective was

Objective C

Did the Dynamics and Infl
Project (DICEP) pupils in the
(IAP) show a month's gain for
the pretest and the posttest of
on reading comprehension?

ences of Culture and Environment
nstructional Assistance Program
each month in the program between
the Iowa Tests of Basic Skills (ITBS)

The reading comprehensio
administered to the DICEP and
as a pretest and again in May
given, for it was the belief of
was the approximate reading l
Since there was a period of ap
pretest and the posttest, the p
six months. The results in T
case, for only the second yea
the desired objective by makin
month in the program. It can
and control pupils performed

section of the ITBS (Level 9) was
control pupils in October, 1972,
1973, as a posttest. Level 9 was
the principal and teachers that this
vel of the majority of the pupils.
proximately six months between the
pils should have gained at least
ble 1 show that this was not the
experimental (DICEP) pupils met
more than a month's gain for each
be seen that the first year DICEP
milarly.

In order to examine the e
the ITBS administered on the
and the ITBS administered on
the coefficient of correlation t
of correlation between the Lev
the first year pupils, control
correlation between the two te
pupils. There was no signifi
9 test and the Level 13 test fo
In fact, there was a negative
pupils.

ent of relationship that existed between
eading level of the pupils (Level 9)
rade level (Levels 12 and 13),
hnique was used. A coefficient
l 9 test and the Level 12 test for
nd DICEP, showed a significant
s for both groups of first year
nt correlation between the Level
either group of second year pupils.
rrelation for the second year DICEP

Objective D

Did the Dyanmics and Infl
Project (DICEP) pupils show
Attitude Scale than did those

nces of Culture and Environment
more positive rating on the Student
the control team?

The Student Attitude Scal
to the DICEP and control pupi
this scale is included in the

by J. A. Battle, was administered
in February, 1973. (A copy of
pendix.)

TABLE 1

GAINS MADE ON THE IOWA TESTS OF BASIC SKILLS
PRETEST AND POSTTEST (LEVEL 9) AND A COEFFICIENT
OF CORRELATION BETWEEN RESULTS ON LEVEL 9 AND
LEVELS 12 AND 13, (EXPERIMENTAL AND CONTROL GROUPS)

	Pretest	Gains	Per Cent Expected Gain	Posttest	t Test	r
Reading Comprehension						
First Year Pupils (CONTROL)	3.02	0.43	69	3.45	--	0.35*
First Year Pupils (DICEP)	3.03	0.42	68	3.45	1.67	0.46**
Second Year Pupils (CONTROL)	4.25	0.38	61	4.63	--	0.35
Second Year Pupils (DICEP)	3.08	0.73	118	3.81	0.87	-0.04

*Significant at .05 level.
**Significant at .01 level.

The DICEP pupils did have a more positive rating about themselves, other pupils, teachers, school administration, and the school as a whole as shown in Table 2. Thus, the objective was met; however, the results of a t test analysis revealed that there was no significant difference between the responses of the two groups.

TABLE 2

A COMPARISON OF THE RESULTS ON THE STUDENT ATTITUDE SCALE AND THE FLORIDA KEY

	No.	Mean	S.D.	Computed t Score
Student Attitude Scale				
DICEP Pupils	50	1.812	.361	1.33
CONTROL Pupils	50	1.704	.448	--
Florida Key				
DICEP Pupils	18	3.710	.386	3.27**
CONTROL Pupils	18	3.090	.719	--

**Significant at the .01 level.

Objective E

Did the Dynamics and Influences of Culture and Environment Project (DICEP) teachers in the Instructional Assistance Program (IAP) rate their pupils more positively than did the teachers of the control group?

The Florida Key, a rating scale to assist the teacher in evaluating how the pupil perceives his or her "learner" self, was completed by teachers of both DICEP and control pupils. The pupils rated by the teachers were randomly selected by the research assistant and statistician. It was found that the teachers of the DICEP pupils rated their pupils more positively than did the teachers of the control group as shown in Table 2. Results of a t test analysis

showed that there was a statistically significant difference at the .01 level in the two groups in favor of the ratings of the DICEP pupils by their teachers; therefore, objective E was met.

Objective F

Did the majority of Dynamics and Influences of Culture and Environment Project (DICEP) teachers and pupils in the Instructional Assistance Program (IAP) show positive ratings on the Teacher's Evaluation Scale and the Student's Evaluation Scale of the (DICEP) Program?

Tables 3 and 4 show the results of two rating scales of the DICEP program that were completed by teachers and pupils in the program. Approximately eighty-four per cent of the responses about the program by teachers were positive and approximately sixteen per cent were negative. The majority of the responses of the pupils, also, were positive. There was an average of seventy-five per cent positive response. Thus, the majority of teachers and pupils responded positively about the DICEP program, and the objective was met.

Objective G

Did the pupils in Title I show at least one month for each month in the program as measured between the pretest and posttest on the Metropolitan Achievement Tests?

Table 5 shows the gains made by the Title I first and second year pupils on word knowledge and reading total. The first year pupils gained less than a month on word knowledge between the pretest and the posttest; however, in reading total they gained approximately nine months which was more than a month for each month in the program. The second year pupils gained approximately five months on word knowledge between the pretest and the posttest which was only one month short of the desired objective; however, they gained less than a month between the pretest and posttest in reading total. Thus, it can be stated that only the first year pupils met the objective in reading total.

TABLE 3

RESULTS OF THE TEACHER'S EVALUATION SCALE ON THE DYNAMICS AND INFLUENCES OF CULTURE AND ENVIRONMENT PROGRAM

	Per Cent	
	YES	NO
1. Do you like being a DICEP teacher?	100	0
2. Do you think that the DICEP program has been effective?	100	0
3. Do you have enough books, supply materials and equipment to individualize instruction?	67	33
4. Do you believe that individual study units have assisted you in individualizing instruction?	100	0
5. Do you prefer multi-age grouping to single age grouping?	83	17
6. Do you feel more contact has been made with the home since you have been a DICEP teacher?	50	50
7. Do you believe that the parents favor the DICEP program?	100	0
8. Do you believe that the students favor the DICEP program?	100	0
9. Can most of your students work independently?	83	17
10. Have most of your students learned how to learn?	67	33
11. Do you feel that you are more aware of individual differences in students since becoming a DICEP teacher?	83	17
12. Have you been able to make better use of your professional skills due to your placement in the DICEP program?	67	33
13. Do you favor team teaching in DICEP program?	83	17
14. Do you feel that the entire educational program has improved because of the DICEP program?	83	17
15. Has your students' behavior changed for the better since being placed in the DICEP program?	83	17
16. Is the academic climate more stimulating in the DICEP program?	83	17
17. Do you feel that your fellow teachers favor the DICEP program?	83	17
TOTAL	84.2	15.8

TABLE 4

RESULTS OF THE STUDENT'S EVALUATION SCALE
OF DYNAMICS AND INFLUENCES OF CULTURE
AND ENVIRONMENT PROGRAM

	Per Cent	
	YES	NO
1. Do you feel that the DICEP program does more for you than your elementary school program?	88	12
2. Do you feel that you get more individual attention in DICEP program?	62	38
3. Do you work more in the DICEP program?	79	21
4. Has your interest in school increased since being placed in the DICEP program?	77	23
5. Do you think your teacher likes teaching in the DICEP program?	90	10
6. Do your parents like the DICEP program?	86	14
7. Do your classmates like the DICEP program?	61	39
8. Do you like your school?	73	27
9. Do you feel that you can work by yourself since your placement in the DICEP program?	74	26
10. Do you feel that you have learned a lot in the DICEP program?	79	21
11. Do you feel that behavior is better in the DICEP classes?	51	49
12. Do you have fun working in the DICEP program?	85	15
TOTAL	75	25

TABLE 5

GAINS MADE BY TITLE I PUPILS ON THE
METROPOLITAN ACHIEVEMENT TESTS
PRETEST AND POSTTEST
(GRADES 6, 7)

Subtest	N	Pretest	Gains	Per Cent of Expected Gains	Posttest	df	t Score
Sixth Grade							
Word Knowledge	28	3.029	0.036	1	3.064	54	0.217
Reading Total	28	3.086	0.868	145	3.953	55	3.209**
Seventh Grade							
Word Knowledge	15	3.053	0.533	89	3.587	28	1.772*
Reading Total	15	3.320	0.087	1	3.407	28	0.254

*Significant at the .05 level.
**Significant at the .01 level.

In order to further analyze the data on word knowledge and reading total for the sixth and seventh grade pupils in Title I, frequency analyses were made. Table 6 shows that 83 per cent of the sixth grade pupils made gains from one to five months or less in word knowledge and only 17 per cent of the pupils gained the expected six months. In reading total (Table 7), 38 per cent of the pupils gained from one to five months or less, and 62 per cent gained six months or more. Also, in examining the distribution of seventh grade scores on word knowledge (Table 8), 46 per cent the pupils gained from one to five months or less and 61 per cent gained six months or more. In reading total (Table 9), 46 per cent of the pupils gained from one to five months or less and 54 per cent gained six months or more.

TABLE 6

FREQUENCY ANALYSIS OF WORD KNOWLEDGE GAIN ON THE METROPOLITAN ACHIEVEMENT TESTS* (GRADE 6 -- N = 28)

Number	Per Cent	Gain (in Months)
0	0	(-2.0) -- (-1.5)
3	11	(-1.4) -- (-1.0)
5	18	(-0.9) -- (-0.5)
5	18	(-0.4) -- 0.0
10	36	0.1 -- 0.5
3	11	0.6 -- 1.0
2	6	1.1 -- 1.5

*There was a period of approximately six months between the pretest and the posttest.

TABLE 7

FREQUENCY ANALYSIS OF TOTAL READING GAIN ON THE METROPOLITAN ACHIEVEMENT TESTS*
(GRADE 6 -- N = 28)

Number	Per Cent	Gain (in Months)
1	4	(-2.0) -- (-1.5)
2	6	(-1.4) -- (-1.0)
1	4	(-0.9) -- (-0.5)
2	6	(-0.4) -- 0.0
5	18	0.1 -- 0.5
7	25	0.6 -- 1.0
4	15	1.1 -- 1.5
2	6	1.6 -- 2.0
1	4	2.1 -- 2.5
1	4	2.6 -- 3.0
1	4	3.1 -- 3.5
0	0	3.6 -- 4.0
0	0	4.1 -- 4.5
1	4	4.6 -- 5.0

*There was a period of approximately six months between the pretest and the posttest.

TABLE 8

FREQUENCY ANALYSIS OF WORD KNOWLEDGE GAIN ON THE METROPOLITAN ACHIEVEMENT TESTS*
(GRADE 7 -- N = 13)

Number	Per Cent	Gain (in Months)
1	8	(-2.0) -- (-1.5)
2	15	(-1.4) -- (-1.0)
0	0	(-0.9) -- (-0.5)
1	8	(-0.4) -- 0.0
1	8	0.1 -- 0.5
4	31	0.6 -- 1.0
3	22	1.1 -- 1.5
0	0	1.6 -- 2.0
1	8	2.1 -- 2.5

*There was a period of approximately six months between the pretest and the posttest.

TABLE 9

FREQUENCY ANALYSIS OF TOTAL READING GAIN ON THE METROPOLITAN ACHIEVEMENT TESTS*
(GRADE 7 -- N = 28)

Number	Per Cent	Gain (in Months)
3	20	(-2.0) -- (-1.5)
2	12	(-1.4) -- (-1.0)
0	0	(-0.9) -- (-0.5)
1	7	(-0.4) -- 0.0
1	7	0.1 -- 0.5
3	27	0.6 -- 1.0
3	20	1.1 -- 1.5
1	0	1.6 -- 2.0
1	7	2.1 -- 2.5

*There was a period of approximately six months between the pretest and the posttest.

Objectives H and I

Did the Teacher Corps team strengthen the educational opportunities for children and incorporate into the school program the individualization process?

In order to determine what materials would be more appropriate to the needs and interests of the pupils, the Teacher Corps personnel worked with individuals and small groups of children. From what was gleaned through individual and group assessment, learning units were developed and learning centers were established. The teachers and pupils wrote contracts in subject areas, and for the most part each child worked diligently to fulfill his contract. Generally, a Teacher Corps team member worked with as few as three pupils at a time and seldom with over eight pupils. The behavior modification techniques were used with individual pupils as a reward for meeting objectives made cooperatively by pupils and teachers. Additionally, these children, who had limited backgrounds of experiences, were given the opportunity to broaden these experiences through many field trips assisted by the parent volunteers. Thus, through observation of the use of curricula and materials there were indications that the Teacher Corps team met objectives H and I by strengthening the educational opportunities for children and incorporating the individualization process into the school program.

Objective J

Did the pupils in Title I and Teacher Corps show a gain of at least one month for each month in the program, between the pretest and posttest in reading comprehension, as measured by the Stanford Diagnostic Reading Test?

Table 10 shows the gains made by Title I pupils on the Stanford Diagnostic Reading Test, Levels I and II. For the first and second year pupils, the gain on the Level I test was approximately seven months and on Level II approximately two years. For the second and third year pupils, the gain on the Level I test was approximately nine months and on Level II approximately seven months. For the third year pupils, the gain was approximately one year and three months on the Level I test. Since four of the pupils included in the third year group who made grades ranging from 3.0 to 3.5 on the pretest made the highest possible score (5.1) on the Level I test, they were, also, given the Level II test. Their scores on the Level II test ranged from 5.7 to 5.9. Thus, the Title I pupils made gains on the Stanford Diagnostic Reading Test that were more than a month for each month in the program; therefore, attaining Objective J.

TABLE 10

GAINS MADE BY TITLE I PUPILS ON THE
STANFORD DIAGNOSTIC READING TEST, LEVELS I AND II

	Level I					Level II				
	N	Pretest	Gains	Per Cent of Expected Gain	Posttest	N	Pretest	Gains	Per Cent of Expected Gain	Posttest
First and Second Year Pupils										
Reading Comprehension	44	2.19	0.67	108	2.86	5	2.76	2.10	339	4.86
Second and Third Year Pupils										
Reading Comprehension	23	1.91	0.91	147	2.86	3	1.40	0.77	124	2.17
Third Year Pupils										
Reading Comprehension	45	2.41	1.28	207	3.69	4	5.90	(Reached top score for level--and Included)		

The pupils in the Teacher Corps program, also, made outstanding gains. On the Level I test, 42 per cent of the pupils who were reading below fourth grade level at the beginning of the school year gained six months or more. As a group, the pupils averaged gaining exactly six months between the pretest and posttest or a month for each month in the program. On the Level II test, 60 per cent of the pupils who were reading fourth grade or above gained six months or more. As a group, these pupils averaged gaining seven months which was more than a month for each month in the program. Thus, the Teacher Corps pupils met Objective J.

Objective K

Did the first and second year pupils show an index of effectiveness of at least 75 per cent in reading and mathematics as shown in the "Effective? Acceptable?" study based on the Iowa Tests of Basic Skills (ITBS)?

The Division of Research and Development conducted a study, using data from the ITBS, of effectiveness and acceptability of the reading and arithmetic programs in 1972-73. The results of this study for Walden Middle School are shown in Table 11.

The rate of effectiveness and the level of acceptability were based on the following six factors which influence pupil achievement: percentage of paid lunches, 1972 posttest reading scores on the Metropolitan Achievement Tests (MAT), 1972 posttest arithemtic scores on the MAT, pupil-teacher ratio, mobility index, and percentage of attendance. The weight of these factors was statistically determined by the linear multiple step-wise regression technique. The equation which resulted from this technique was applied to each school and each grade in order to determine the predicted performance level of that particular grade and school. The index of effectiveness as defined in this model represents the relationship of the posttest ITBS composite score of a grade to the predicted score. The index of acceptability represents the relationship of the ITBS posttest composite score of a grade to the national norm. The data in Table 11 show that the predicted scores in reading and mathematics were from five to seven months more than the actual scores made by the pupils. That is, after considering the six influencing factors (previously named) in the school, the pupils were expected to score much higher on the ITBS than they actually scored.

TABLE 11

EFFECTIVENESS AND ACCEPTABILITY OF THE
READING AND ARITHMETIC PROGRAMS
1972-73

Grade	Grade Equivalent Score			Summary Indices	
	Actual	Predicted	Acceptable	Effectiveness	Acceptability
		READING TEST DATA			
6	4.0	4.7	6.7	84	59
7	4.7	5.2	7.6	90	61
		AVERAGE		87	60
		MATHEMATICS TEST DATA			
6	4.4	5.0	6.6	87	66
7	5.0	5.5	7.6	90	65
		AVERAGE		88	65
		COMPOSITE TEST DATA			
6	4.2	4.9	6.7	85	63
7	4.8	5.4	7.6	89	63
		AVERAGE		87	63

Even though the reading and mathematics programs were neither effective nor acceptable, much effort was exerted by the staff members during the 1972-73 school year, in moving these programs toward effectiveness and acceptability. Also, the objective of having pupils show an index of effectiveness of at least 75 per cent in reading and mathematics was met. However, an analysis of the strengths and weaknesses of the program should be made, and the staff members should continue the goal of strengthening the effectiveness of the program for FY 74 and in turn raise the level of acceptability.

Objective L

Did each pupil at Walden Middle School, through the Program for Education and Career Exploration (PECE), begin to recognize and identify characteristics about himself that would help him

to realize his full life's potential; have knowledge of the requirements for the various career clusters; and develop abilities in making realistic decisions about future education and career plans?

In September, 1972, a Self-Analysis Inquiry was given to seventy-five pupils involved in PECE and to seventy-five pupils not involved in the program. This was done at the beginning of the program in order to assist each pupil in identifying characteristics about himself. During the program, the teacher and pupils discussed these personal traits as they related to having success in various occupations. Then, the pupils in the PECE and the control group were asked to rate themselves on the Self-Analysis Inquiry again in May, 1973. The inquiry (see Appendix) was used to assist a pupil in acquiring an estimate of how he sees himself, according to certain traits. The ratings were from one to five and ranged from never to always. A rating of five (always) was the more positive rating. The pupils in PECE rated themselves much higher than did the control group in September, 1972, and even higher in May, 1973. In September, 1972, the highest rating for the PECE pupils was 50 per cent of the pupils marking often and 50 per cent of the control group marking sometimes. In May, 1973, 85 per cent of the PECE pupils marked often and 60 per cent of the control pupils marked sometimes. It is believed that, through an indepth study of each pupil's answers and the experiences provided, each pupil had a more accurate picture, as well as a positive picture of himself.

Additionally, in September, 1972, the PECE and control pupils were given two other rating scales (see Appendix) about occupations. On the first scale a pupil rated a particular worker as to the degree of respect and dignity which he assigned to the particular occupation. For example, the pupil rated an airplane pilot as above average, average, below average, or low. Then, after having studied the various occupations and having had some work experiences in PECE, the pupils rated the occupations a second time. The results were that the PECE pupils had much more understanding of the skills, education, and additional requirements for each of the occupations listed than did the control group. Also, the pupils in PECE became more aware of the respect and dignity which should be assigned to all occupations. Thus, there were indications, through observation of the teachers and the research assistant and by answers of pupils on rating scales, that Objective L was met by the majority of pupils.

Although not included in the objective, it should be noted that the employers who employed the PECE pupils were asked to answer questions on an Employer Questionnaire (see Appendix) about each pupil employed. From answers on the questionnaire, it was found that the majority of the employers were very positive in their responses and expressed the opinion that the program be continued.

Objectives of Staff

Objective A

Did the staff members recognize the skills to be taught to the pupils and demonstrate this recognition by developing a pupil profile sheet?

During the inservice training sessions, the teaching staff reviewed the Iowa Tests of Basic Skills (along with textbook manuals), as stated in section IX, to ascertain what an individual pupil should learn in each subject area for each year spent at Walden. Then, a profile sheet (see Appendix) was developed, by the staff, for the teacher to check as each pupil mastered a skill; therefore, Objective A was met by the staff members as stated.

Objective B

Did the staff members show an improvement in understanding of the middle school child and the interpersonal relationships in the program as reflected in pupil achievement and improvement in attitudes?

As previously stated in Objective A (for pupils) the principal and teachers observed much improvement in the attitudes of pupils from the beginning of school in the fall until school closed in the spring. Evidences of these improvements were cited to the research assistant.

Additionally, it was generally believed that the pupils performed on daily work at a higher level than they did during the 1971-72 school year. In some of the special programs there were data to substantiate these beliefs; however, on the Iowa Tests of Basic Skills the reading and arithmetic programs for the total school were neither effective nor acceptable. Thus, it can be stated that there was evidence that Objective B only was partially met.

Related to Objective B was a study made during the 1972-73 school year by members of the Division of Research and Development. The study was made in an effort to assess the environment of a sample of 34 elementary schools, which included Walden, in the Atlanta School System. The basis for this endeavor was that if a school is to move toward the individualization of instruction the total school setting must be favorable to individual growth and learning and of an organizational framework which promotes individualization.

The assumption was made that teachers' attitudes toward education play an important role in creating the school environment; therefore, efforts were made to assess the prevailing attitudes in 32 schools and to determine the relationship of these attitudes with achievement. The teachers and paraprofessionals in the 32 sample schools were asked to respond to an instrument, Opinionnaire on Attitudes Toward Education, which was developed by H. C. Lindgren and G. M. Patton, (1958).

The instrument which was used is a 50-item scale constructed by Lindgren and Patton to measure attitude toward child-centered policies and practices in education. The statements are concerned with the desirability of understanding the behavior of pupils, the desirability of the teacher's using authoritarian method as a means of controling the behavior of pupils, and the desirability of subject-matter centeredness as contracted with the learner child-centeredness.

For this particular scale, the attitude score is the number of positive items agreed with plus the number of negative items disagreed with, where positive items are favorable toward child-centered practices. The theoretical range of scores is from 0 to 50, with the highest score indicating more favorable attitudes toward child-centered policies and practices in education.

According to the data, from this study, the mean score for attitudes toward education was 36.2 with scores ranging from 34.1 to 39.0. These scores indicated that teachers and aides in all of the sample schools favored child-centered policies and practices in education to varying degrees. The range, for the 32 schools, in indices of effectiveness was 87 to 121 and 63 to 94 in acceptability. Walden's mean score for attitudes toward education was 35.0, the index of effectiveness 87, and the index of acceptability 63.

An intercorrelation matrix, including each school's total school attitude score, index of effectiveness, and index of acceptability was computed for all 32 schools. No significant correlation was found between attitude toward education and index of effectiveness or attitude toward education and index of acceptability as shown in Table 12.

TABLE 12

CORRELATION MATRIX OF TEACHERS' AND AIDES' ATTITUDE TOWARD EDUCATION SCORES, INDICES OF EFFECTIVENESS AND ACCEPTABILITY OF THE INSTRUCTIONAL PROGRAMS OF 34 ATLANTA SCHOOLS -- 1972-73

	Attitude Toward Education	Index of Effectiveness	Index of Acceptability
Attitude Toward Education	1	-0.057	-0.030
Index of Effectiveness	-0.057	1	0.796
Index of Acceptability	-0.030	0.796	1

The conclusion, drawn from this study, was that teachers' and paraprofessionals' attitudes toward education whether child-centered or subject-matter centered do not influence the effectiveness and acceptability of the school program.

Objective C

Did the staff members demonstrate the value of the inservice training programs by responding to a rating scale?

There was an evaluation of the inservice program by teachers. They were given a rating scale on which they rated each question from poor to excellent. Examples of the questions were, "To what degree were the objectives of the inservice program made clear?" "How would you rate the overall practical value of this inservice experience in meeting your professional needs?" Eighty-two per cent of the faculty responded in the good or excellent categories. Also, it was found that approximately fifty per cent of the teachers were using the profile sheet as it should be used. There are plans for making better utilization of the profile sheet during the 1973-74 school year. Thus, the staff members did respond to the rating scale (quite positively) and met the stated objective.

XIV. COST ANALYSIS

In order to determine the cost of programs in grades six through eight, a cost analysis was made. The data in Table 13 show the total school (6-8) Average Daily Attendance (ADA), and the ADA by grade.

The expenditures have been separated into sections entitled (1) general funds (salary and nonsalary) and (2) compensatory funds (salary and nonsalary). The cost for food services, new equipment, or capitol outlay is not included. The figures were computed from the June 30, 1972, General Funds Financial Report and the June 30, 1972, Trust and Agency Report. Included also, in the cost are compensatory funds for each unit of predicted achievement quotient. The figures pertaining to per pupil cost are broad estimates and not exact or finite.

In allocating general funds for salaries and nonsalaries, the ADA of the total population was considered. The funds for nonsalary include the cost for materials and supplies and replacement and/or repair of old equipment.

According to these data, the total per pupil cost ranged from $1,163.17 in the eighth grade to $1,758.90 in the seventh grade. The cost per unit of predicted achievement was approximately the same for grades six and seven.

TABLE 13

COST ANALYSIS
1972-73
TOTAL AVERAGE DAILY ATTENDANCE (6-8) = 666

	Grades			
	Sixth	Seventh	Eighth	Average
Average Daily Attendance	235	208	223	222
Per Pupil Cost				
A. General Funds				
1. Regular				
a. Salary	$ 905.15	$ 905.15	$ 905.15	$ 905.15
b. Nonsalary	138.90	138.90	138.90	138.90
c. Total	$1,044.05	$1,044.05	$1,044.05	$1,044.05
B. Compensatory Funds				
1. Instructional Assistance Program				
a. Salary	$ 367.86	$ 415.61	$ -0-	$ 259.60
b. Nonsalary	-0-	-0-	-0-	-0-
c. Total	$ 367.86	$ 415.61	$ -0-	$ 259.60
2. Teacher Corps (Cycle VI)				
a. Salary	$ 181.62	$ -0-	$ -0-	$ 64.09
b. Nonsalary	1.42	-0-	-0-	.50
c. Total	$ 183.04	$ -0-	$ -0-	$ 64.59
3. Kennedy District Title IV-A				
a. Salary	$ 7.84	$ 7.84	$ 7.84	$ 7.84
b. Nonsalary	-0-	-0-	-0-	-0-
c. Total	$ 7.84	$ 7.84	$ 7.84	$ 7.84
4. Title I Regular				
a. Salary	$ 61.48	$ 61.48	$ 61.48	$ 61.48
b. Nonsalary	.96	.96	.96	.96
c. Total	$ 62.44	$ 62.44	$ 62.44	$ 62.44

TABLE 13 (Cont'd)

	Grades			
	Sixth	Seventh	Eighth	Average
5. Smith District Title IV-A				
a. Salary	$ 48.20	$ 48.20	$ 48.20	$ 48.20
b. Nonsalary	.64	.64	.64	.64
c. Total	$ 48.84	$ 48.84	$ 48.84	$ 48.84
6. Teacher Corps (Cycle VII)				
a. Salary	$ -0-	$ 180.12	$ -0-	$ 56.25
b. Nonsalary	-0-	-0-	-0-	-0-
c. Total	$ -0-	$ 180.12	$ -0-	$ 56.25
7. Total Compensatory Funds				
a. Salary	$ 667.00	$ 713.25	$ 117.52	$ 497.46
b. Nonsalary	3.02	1.60	1.60	2.10
c. Total	$ 670.02	$ 714.85	$ 119.12	$ 499.56
C. Total Per Pupil Cost				
1. Salary	$1,572.15	$1,618.40	$1,022.67	$1,402.61
2. Nonsalary	141.92	140.50	140.50	141.00
3. Total	$1,714.07	$1,758.90	$1,163.17	$1,543.61
Predicted Achievement Quotient	85	89	---	87
Cost Per Unit of Predicted Achievement Quotient				
A. General Funds	$ 18.50	$ 18.18	$ ---	$ 18.32
B. Compensatory Funds	1.67	1.58	---	1.62
C. Total	$ 20.27	$ 19.76	$ ---	$ 19.94

XVI. CONCLUSIONS

Since the great thrust for the 1972-73 school year at Walden Middle School was on inservice training for the faculty, the inservice sessions assisted in identifying the special instructional needs of the pupils and the professional needs of the staff; therefore, the team members became more aware of their responsibilities in diagnosing and individualizing instruction. Thus, through cooperative planning, the principal and his staff designed a program that promoted the growth of pupils and the professional growth of the staff members.

In analyzing the data collected on Walden Middle School, there were indications of the following:

A. The majority of the objectives were met during the second year of Walden Middle School's operation, whereas, only one-half of the objectives were met during the first year.

B. The pupils did exhibit an improvement in attitude as observed by the teachers.

C. The pupils in the Instructional Assistance Program (IAP), called Dynamics and Influences of Culture and Environment Program (DICEP), scored higher on each of two criterion-referenced tests than did a group of control pupils, but not significantly higher.

D. Only the second year pupils in Dynamics and Influences of Culture and Environment Project (DICEP) made more than a month's gain for each month in the program on the Iowa Tests of Basic Skills, Level 9. The DICEP and control first year pupils scored similarly on the same test.

E. The Dynamics and Influences of Culture and Environment Project (DICEP) pupils rated themselves, other pupils, teachers, and school administration, as a whole, more positively than did the control group.

F. The teachers of the Dynamics and Influences of Culture and Environment Project (DICEP) pupils rated their pupils more positively than did the teachers of the control groups. There was a statistically significiant difference, in the ratings of the two groups, in favor of the DICEP pupils.

G. The majority of teachers and pupils in Dynamics and Influences of Culture and Environment Project (DICEP) rated the DICEP positively on evaluation scales.

H. Although it was not a stated objective, five of the six offices of student government were filled by Dynamics and Influences of Culture and Environment Project (DICEP) pupils. This was an indication of positive self-concepts in the pupils.

I. The Title I, first year, pupils gained more than a month for each month, in the program in reading total. The second year pupils made gains that were only one month less (in word knowledge) than the desired objective of a month's gain for each month in the program.

J. The Title I pupils made gains on the Stanford Diagnostic Reading Test that were more than a month for each month in the program.

K. The Teacher Corps team strengthened the educational opportunities and incorporated the individualization process into the school program at Walden Middle School.

L. The Teacher Corps pupils made gains on the Stanford Diagnostic Reading Test that were at least a month or more for each month in the program.

M. Although Walden Middle School was neither effective nor acceptable as shown in the Pupil Achievement study conducted by the Division of Research and Development, there were indications of improvement in achievement gains by pupils for the 1972-73 school year.

N. Through the use of rating scales in PECE, it was evident that PECE did help each pupil to begin to recognize and identify characteristics about himself that would help him to realize his full life's potential, have knowledge of the requirements for the various career clusters, and develop abilities about future education and career plans.

XVII. RECOMMENDATIONS

The following recommendations are based upon the content of this report and upon discussions between the school faculty and the research assistant:

A. The principal and staff should continue to work towards making the reading and arithmetic programs effective and acceptable by formulating consistent and comprehensive objectives at the beginning of the school year taking into consideration (1) the needs of middle school pupils, (2) the goals of the program, (3) the middle school pupils characteristics, and (4) the variables in the program.

B. Although the majority of objectives were met for the 1972-73 school year, those objectives which were not met or only partially met should be carefully analyzed and the reasons for not meeting them should be weighed.

C. Since instruction with multi-media packets proved highly successful at Walden Middle School for a second year, the curriculum and techniques should be considered to be used throughout the school system.

D. There was evidence that the use of the instructional techniques and curriculum used in Dynamics and Influences of Culture and Environment Project (DICEP) promoted an improvement in the attitudes of teachers and pupils; therefore, this facet of the program should also be thought of as a definite advantage when considering its use in other schools.

E. Since the Title I pupils made expected gains in reading, the intensive individualized instructional program should be continued with the most educationally deprived pupils.

F. Since the Teacher Corps team provided additional educational opportunities for children, such as field trips, and were successful in raising the scores of pupils on a standardized test, the team should continue to strengthen the educational opportunities for children.

G. The teachers in the Program for Education and Career Exploration (PECE) should continue to give the pupils product-oriented opportunities for learning about careers.

This behavioral approach gave much more observable and measurable results for the 1972-73 school year than was evident during the 1971-72 year.

Again, the faculty and other staff should be commended for the tremendous pupil progress and the evidences of professional growth of the staff for the 1972-73 school year. The concepts of flexible scheduling and grouping of pupils, individualized instruction with multi-media approaches, the counseling of pupils, the inservice training for the staff, and the like have all helped Walden Middle School in moving towards an ideal middle school. The successes experienced at Walden this year should serve as a catalyst for additional improvements at the school and as a challenge to other middle schools to show similar results.

APPENDIX

(EXAMPLE)

A. T. WAIDEN MIDDLE SCHOOL
LANGUAGE ARTS PROFILE SHEET

STUDENT'S NAME _____ DATE _____

CODE: Blank - Not introduced
\- - Introduced, incomplete
\+ - Introduced, satisfactory

	Year								
	1st			2nd			3rd		
	1	2	3	1	2	3	1	2	3
I. VOCABULARY									
A. Alphabet–The student reads orally and recites the names of the letters of the alphabet.									
B. Dolch list - The student reads orally 95% of the 220 Sight Vocabulary words.									
C. Context Clues–The student demonstrates the use of contextclues by completing sentences.									
D. Consonants–The student pronounces the consonant sounds in non-sense syllables.									
E. Short Vowels–The student pronounces the short vowel sounds or mark them in context.									
F. Long Vowels–The student pronounces the long vowel sounds or mark them in context.									
G. Vowel Diagraphs–The student pronounces the vowel diagraph sounds or mark them in context.									
H. Blends–The student pronounces blend sounds in nonsense syllables.									
I. Prefixes: 1. The student identifies prefixes in words by underlining them.									
2. The student defines each prefix.									
J. Suffixes: 1. The student identifies suffixes in words by underling them.									
2. The student defines each suffix.									
K. Compound words–The student divides compound words into component parts.									
L. Syllabication–The student divides words into syllables.									
II. COMPREHENSION									
A. Details: 1. The student recalls and states important facts and details.									
2. The student states implied facts and relationships.									

		Year								
		1st			2nd			3rd		
		1	2	3	1	2	3	1	2	
	3. The student states the meaning of words or phrases after having read them in content.									
B. Purpose:	1. The student states the main idea of a paragraph.									
	2. The student states the main idea of a situation.									
C. Organization:	1. The student states common elements or parallel topics in a paragraph or selection.									
	2. The student states proper time sequence in a selection.									
D. Evaluation:	1. The student states generalizations from a selection.									
	2. The student states writer's viewpoint, attitude or intention.									
	3. The student states the mood or tone of a selection.									
	4. The student states outstanding qualities of style or structure.									
	5. The student summarizes, paraphrases or answers questions to demonstrate understanding of selections read or heard.									
III. LISTENING SKILLS										
	The student demonstrates listening skills by: 1. Making appropriate response to questions.									
	2. Following directions (attention)									
	3. Recalling detail (recall)									
	4. Recalling sequence (comprehension)									
	5. Stating main idea (comprehension)									
	6. Stating likes and dislikes (appreciation)									

	Year								
	1st			2nd			3rd		
	1	2	3	1	2	3	1	2	3
IV. Writing Skills									
A. The student forms legible letters.									
B. The student spaces properly between letters and words.									
C. The student leaves adequate margins.									
D. The student indents paragraphs.									
V. Capitalization - The student capitalizes:									
A. The pronoun									
B. Names of persons or animals and initials of persons									
C. Words indicating family relationship, when used specifically and without a possessive pronoun									
D. Titles of respect, honor, or rank									
E. First word of a sentence									
F. First word in a quotation									
G. In writing letters, the first word and the word which stands in place of the person's name in the salutation									
H. In writing letters, the first word of the complimentary close									
I. Certain abbreviations									
J. Days of the week									
K. Names of months									
L. Names of holidays and religious days									
M. Titles of books, music, magazines, etc.									
N. Names of cities and states									
O. Names of countries and continents									
P. Nouns which designate definite geographic portions of the country									
Q. Names of streets, avenues, etc.									

	Year								
	1st			2nd			3rd		
	1	2	3	1	2	3	1	2	3
R. Names of rivers, oceans, canals, mountains, etc.									
S. Names of buildings, schools, parks, etc.									
T. Names of racial, political, or religious bodies									
U. Proper adjectives									
V. Names of specific organizations									
W. Names of important historical periods or events									
X. Specific brand names									
Y. Names of bodies in the solar system (except sun, noon, stars, earth)									
Z. All expressions used for the Deity and Bible									
I. PUNCTUATION									
A. The student writes a period:									
1. At the end of declarative sentences									
2. With abbreviations									
3. With initials standing for name									
B. The student writes a question mark at the end of interrogative sentences									
C. The student writes a comma:									
1. To separate words in a series									
2. To separate names of city and state									
3. To separate date and month and year									
4. At the end of salutation in friendly letter									
5. At the end of complimentary close of letters									
6. To set off introductory or parenthetical adverbs									
7. To set off "yes" and "no"									

	Year								
	1st			2nd			3rd		
	1	2	3	1	2	3	1	2	3
8. To set off words in opposition									
9. In compound sentences, to set off independent clauses joined by conjunctions as "and" or "but" if a change of subject takes place									
10. In direct discourse, to separate quotation									
11. In direct address, to set off name of person addressed									
12. To set off dependent clauses and phrases preceding the main clause									
13. To set off non-restrictive phrases or clauses									
D. The student writes an apostrophe:									
1. In contractions									
2. In forming possessives of nouns									
3. In specific words									
E. The student writes quotation marks:									
1. Before and after a direct quotation									
2. With titles									
3.									
F. The student writes the colon:									
1. After salutation of a business letter									
2. Preceding an enumeration of items									
3. To separate number in clock time									
G. The student writes a semi-colon:									
1. To separate a coordinate clause not joined by a conjunction									
H. The student writes an exclamation mark:									
1. Following an exclamation or an exclamatory sentence									
VII. USAGE									
A. The student identifies parts of speech in context:									
1. Nouns									
a. Common									
b. Proper									
2. Pronouns									
3. Verbs									
4. Adverbs									
5. Adjectives									
6. Prepositions									

	Year								
	1st			2nd			3rd		
	1	2	3	1	2	3	1	2	3
B. The student writes pronouns correctly according to:									
1. Case form									
2. Agreement with antecedent									
3. Order of first person in compound constructions									
C. The student writes verbs correctly according to:									
1. Tense									
2. Agreement of subject									
D. The student writes adjectives and adverbs correctly according to:									
1. Articles									
2. Comparative and superlative forms									
3. Modifying forms									
E. The student corrects the use of double negatives									
F. The student corrects the use of redundant phrases, words									
G. The student identifies:									
1. Homonyms									
2. Synonyms									
3. Antonyms									
H. The student identifies the two basic components of sentences									
I. The student expands sentences by using:									
1. Complements									
2. Simple modifiers									
3. Phrasal modifiers									
4. Subordination									
5. Coordination									
6. Morphemes, auxiliaries									
J. The student identifies sentences as:									
1. Complete									
2. Fragment									
3. Declarative (statement)									
4. Interrogative (question)									
5. Imperative (Command, request)									

	Year								
	1st			2nd			3rd		
	1	2	3	1	2	3	1	2	3
6. Exclamatory (exclamation)									
7. Compound									
8. Complex									
9. Run on									
VIII. MYTHS AND LEGENDS									
A. The student demonstrates orally or in writing the knowledge of the plots of Greek and Roman legends									
B. The student recalls names found in specific legends studied									
C. The student explains orally writing mythological names in:									
1. Space program									
2. Advertising									
3. English derivatives									

DATE_____ TEACHER_____

DATE_____ TEACHER_____

DATE_____ TEACHER_____

STUDENT ATTITUDE SCALE

J. A. Battle

University of Florida

Students of this school, like students of all schools, have different feelings about things. This booklet is for you to express your feelings toward yourself, other students, your teachers, your school administration, and your school as a whole. This is NOT a test. There are no "Right" or "Wrong" answers as such. EVERY ANSWER THAT TELLS HOW YOU FEEL IS A RIGHT ANSWER FOR YOU. By marking how you feel about each statement, you can help your school become a better school.

DIRECTIONS: Please mark your answers on a separate answer sheet.

Please place your name, grade, date, and sex on the spaces provided on the top of the answer sheet.

Fill in Answer Space No. 1 if the statement is mostly true or true for you.

Fill in Answer Space No. 2 if the statement is about half-true and half-false for you.

Fill in Answer No. 3 if the statement is mostly-false or false for you.

1	2	3		
MT	S	MF	1.	I think I am too shy.
MT	S	MF	2.	I often feel the need to make excuses for the way I act.
MT	S	MF	3.	I often change the way I do things or what I believe in order to please someone else.
MT	S	MF	4.	It worries me to think that some of the people I know may dislike me.

1	2	3		
MT	S	MF	5.	I feel that I have little to give to the helping of others.
MT	S	MF	6.	I feel that I might be a failure if I don't make certain changes in my life.
MT	S	MF	7.	When meeting a person for the first time, I want to know at once whether he or she likes me.
MT	S	MF	8.	Although people sometimes praise me, I feel that I do not really earn the praise.
MT	S	MF	9.	I become afraid when I think of something I have done wrong or might do wrong in the future.
MT	S	MF	10.	I would be happier if I didn't have certain faults or fears about myself.
MT	S	MF	11.	I am not at ease at parties and other social affairs.
MT	S	MF	12.	I don't know what I really want out of life.
MT	S	MF	13.	I feel that I am too often left our of things.
MT	S	MF	14.	When my feelings change from sad to happy and happy to sad, I do not know why.
MT	S	MF	15.	I feel unhappy much of the time.
MT	S	MF	16.	I dislike several of my classmates.
MT	S	MF	17.	Members of my class do not know each other well.
MT	S	MF	18.	Students at this school are snobbish or "stuck-up."

1	2	3		
MT	S	MF	19.	Many of my classmates do not act as old as their age.
MT	S	MF	20.	A few students at this school run all the student affairs.
MT	S	MF	21.	Many boys and girls at this school feel that they do not "belong" here.
MT	S	MF	22.	There is little effort at this school to make new students feel "at home."
MT	S	MF	23.	Students at this school do not try to help other students who are in trouble.
MT	S	MF	24.	I feel it hard to take a real interest in the activities of some of my friends.
MT	S	MF	25.	When I am first getting to know a person of my age, I compare him or her with me to see whether I am better or not as good as this person.
MT	S	MF	26.	I think that my teachers in general will not listen to students ideas.
MT	S	MF	27.	I feel that a few of my teachers are willing to help one student at a time, (that is to help a student individually).
MT	S	MF	28.	Some of my teachers favor girls more than boys.
MT	S	MF	29.	Some of my teachers favor boys more than girls.
MT	S	MF	30.	Not many of my teachers are up to date (as they are behind the times) in what they teach and how they teach it.

1	2	3		
MT	S	MF	31.	I feel that many of my teachers think I know less than I do know.
MT	S	MF	32.	It seems to me that some of my teachers often talk unkindly to students.
MT	S	MF	33.	It seems to me that several of my teachers are nervous and easily excited.
MT	S	MF	34.	Some of my teachers are always using words that are too big for me to understand.
MT	S	MF	35.	I believe that most of my teachers are too strict.
MT	S	MF	36.	My teachers expect too much of me.
MT	S	MF	37.	I believe I have a teacher who would give a higher grade because a student complimented him or her or did a favor for the teacher.
MT	S	MF	38.	I hate at least one of my teachers.
MT	S	MF	39.	I think that some of my teachers seem to feel that they are always right and the student is always wrong.
MT	S	MF	40.	I believe that some of my teachers try to make students afraid of them.
MT	S	MF	41.	It seems to me that some of my teachers are inclined to be "bossy."
MT	S	MF	42.	I feel that none of my teachers grade fairly.
MT	S	MF	43.	I believe that most of my teachers should be more pleasant and cheerful.

1	2	3		
MT	S	MF	44.	I think that most of my teachers would rather not see and talk to me when school is out.
MT	S	MF	45.	In many of my classes I feel that the teachers do not want me to express my real opinion, thoughts, or ideas.
MT	S	MF	46.	It seems to me that my textbooks are "behind the times" or not up to date.
MT	S	MF	47.	I don't believe that any of my courses or subjects will be useful to me in the work I might do when I finish school.
MT	S	MF	48.	I think there is little opportunity or chance for students in this school of different grades to meet and get to know each other.
MT	S	MF	49.	I believe there are too many rules in this school.
MT	S	MF	50.	It seems to me that if a student is from a family who has more money, or is considered more important, that he or she will get better treatment from the school.

SELF-ANALYSIS INQUIRY

Directions: Please rate yourself on each of the following traits as you really think you are. We want the most accurate estimate of how you see yourself. Circle the appropriate number as shown in the sample.

Sample: I enjoy talking with people 1 2 3 (4) 5

Guide for Answers: 1 - Never 2 - Seldom 3 - Sometimes 4 - Often 5 - Always

1.	I welcome responsibility	1 2 3 4 5
2.	I prefer to follow others	1 2 3 4 5
3.	I finish jobs assigned	1 2 3 4 5
4.	I demonstrate common sense	1 2 3 4 5
5.	I am courteous	1 2 3 4 5
6.	I work cooperatively with others	1 2 3 4 5
7.	I write legibly	1 2 3 4 5
8.	I take my work seriously	1 2 3 4 5
9.	I accept my new task	1 2 3 4 5
10.	Constant noise irritate me	1 2 3 4 5
11.	I comprehend when I read	1 2 3 4 5
12.	I like to lead others	1 2 3 4 5
13.	Excessive heat or cold bothers me	1 2 3 4 5
14.	I am happy-go-lucky	1 2 3 4 5
15.	I show respect	1 2 3 4 5
16.	I am physically fit	1 2 3 4 5
17.	I manage money wisely	1 2 3 4 5
18.	I understand my strengths and weaknesses	1 2 3 4 5
19.	I study hard	1 2 3 4 5
20.	I prefer to follow others	1 2 3 4 5
21.	I enjoy high places	1 2 3 4 5
22.	I like to build things	1 2 3 4 5
23.	I am honest	1 2 3 4 5
24.	I have color perception	1 2 3 4 5
25.	I have depth perception	1 2 3 4 5
26.	I demonstrate initiative	1 2 3 4 5
27.	I am mature	1 2 3 4 5
28.	I like to be inside	1 2 3 4 5
29.	I am dependable	1 2 3 4 5
30.	I think of future work occupations	1 2 3 4 5
31.	I spell words well	1 2 3 4 5
32.	I can take orders	1 2 3 4 5
33.	I recognize work to be done and I do it	1 2 3 4 5
34.	I like to be outside	1 2 3 4 5
35.	I like mechanical related work	1 2 3 4 5
36.	I am always on time	1 2 3 4 5
37.	I display self-confidence	1 2 3 4 5
38.	I enjoy math problems	1 2 3 4 5
39.	I am reliable in following directions	1 2 3 4 5
40.	I welcome advice	1 2 3 4 5

HOW DO YOU RATE OCCUPATIONS?

NAME _____

His occupation has respect and dignity:

PERIOD _____ DATE _____

	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	LOW
Airplane Pilot				
Architect				
Astronaut				
Author				
Auto Mechanic				
Banker				
Barber				
Bookkeeper				
Building Contractor				
Carpenter				
Clerk in a Store				
Electrician				
Engineer				
Farm Owner				
Florist				
Garbage Collector				
Governor				
High School Coach				
Insurance Salesman				
Janitor				
Judge				
Lawyer				
Machinist				
Manager of a Small store				
Musician				
Newspaper Writer				
Night Watchman				

	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	LOW
Physician				
Plumber				
Policeman				
Printer				
Professional Athlete				
Radio Announcer				
Restaurant Waiter				
Scientist				
School Principal				
Soldier				
Taxi Driver				
Teacher				
Truck Driver				
T. V. or Movie star				
Welfare Worker				
Secretary				
Brick Layer				
Student				
Candy Maker				
Handyman				
Salesman				
Service Station Man				
Thief				
Fruit Picker				
Bus Boy				
Street Sweeper				
Restaurant Cook				

Name_____ Period No._____ Date_____

Most occupations include jobs of several levels. Higher level jobs require more skill, more education, more complicated work, more responsibility for the work than lower level jobs. Higher level jobs usually pay more than a lower level job.

Rate the following occupations as (1) low (2) upper low (3) Middle (4) Upper midd (5) High.

Low means not skilled. Upper low means semi-skilled, Middle means skilled. Upper middle means some college or vocational training, High means graduated from college and is in a managerial position.

	1	2	3	4	5
Taxi Driver					
Minister					
Bus Driver					
Janitor					
Secretary					
Architect					
Nurse's Aid					
Nurse					
Research Scientist					
Poultry Farmer					
Veterinarian					
Tractor Driver					
Building Contractor					
Carpenter					
Auto Assembly Worker					
Engineer					
Bricklayer					
Bookkeeper					
Butcher					
Cabinet Maker					
TV Repairman					
Machinist					
Factory Forman					

	1	2	3	4	5
Factory Manager					
Lab Technician					
Radio Announcer					
Airplane Pilot					
Astronaut					
Auto Mechanic					
Banker					
Clerk in Store					
Florist					
Garbage Collector					
Governor					
Coach					
Insurance Salesman					
Judge					
Lawyer					
Musician					
Band Director					
Newspaper Editor					
Writer					
Author					
Night Watchman					
Physician					
Policeman					
Plumber					
Printer					
Painter					

	1	2	3	4	5
Professional Athlete					
Restaurant Cook					
Restaurant Waiter					
Restaurant Busboy					
School Principal					
Soldier					
Teacher					
Truck Driver					
TV or Movie Actor					
Welfare Worker					
Blacksmith					
Welder					
Baker					
Barber					
Cashier					
Detective					
Electrician					
Geologist					
Stronomer					
Airline Stewardess					
Dietitian					
Draftsman					
Carpetlayer					
Highway Patrolman					
Artist					
Service Station Attendance					
Librarian					

EMPLOYER OPINIONNAIRE

Mark one answer for each question.

____YES____NO____NOT SURE 1. Do you feel that you have a general understanding of the purpose of the P.E.C.E. program?

____YES____NO____NOT SURE 2. Do you feel that a career exploration course like P.E.C.E. should be a part of the school curriculum?

____YES____NO____NOT SURE 3. Do you feel that students should be allowed to leave school to visit local job sites during school hours for the purpose of exploring careers and jobs?

____YES____NO____NOT SURE 4. The P.E.C.E. program allows students to spend short periods of time in actual on-the-job work activities under the supervision of the employer. Do you feel that this kind of actual work experience can help the student to explore and learn about careers and jobs?

____YES____NO____NOT SURE 5. Would you allow future P.E.C.E. students to participate in on-the-job work activities in your place of business?

____YES____NO____NOT SURE 6. Would you recommend that other employers in your community consider participating in the P.E.C.E. program?

____YES____NO____NOT SURE 7. Would you encourage your child to participate in the P.E.C.E. program?

____YES____NO____NOT SURE 8. Do you feel that you were asked too often to allow students to come into your firm?

____YES____NO____NOT SURE 9. You found it difficult to give what you consider sufficient time to students when they visited your firm.

____YES____NO____NOT SURE 10. The interference caused by bringing in visitors was more than you like to tolerate in normal business operations.

COMMENTS_____

_____

_____

_____

SIGNATURE_____

TITLE_____

BUSINESS_____

ADDRESS_____